

Graiseley Primary School

Inspection report

Unique Reference Number	104302
Local Authority	Wolverhampton
Inspection number	308567
Inspection date	20 May 2008
Reporting inspector	David Carrington

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	186
Appropriate authority	The governing body
Chair	Ellias Mattu
Headteacher	Wendy Briscoe
Date of previous school inspection	1 November 2004
School address	Pool Street Graiseley Hill Wolverhampton WV2 4NE
Telephone number	01902 558745
Fax number	01902 558745

Age group	3-11
Inspection date	20 May 2008
Inspection number	308567

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: improvements to achievement in mathematics and writing, the development of the curriculum and improvement to attendance. Evidence was gathered from published assessment data, the school's own records, parents' questionnaires, lesson observations and interviews with staff, governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its selfevaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Graiseley Primary School is surrounded by industry and business in an old established inner city area. It is smaller than most primary schools. The pupils come from twelve ethnic groups and speak ten different languages. Most are from British Indian backgrounds, with Punjabi and Gujarati the most common home languages. A high proportion of pupils do not complete their whole primary education at the school. In the last 12 years, just 29 pupils have completed all years from Nursery to Year 6 at Graiseley. Many families in the area experience considerable hardship. When children start in Nursery their level of skills and knowledge is very low. In total, a third of the pupils have learning difficulties and/or disabilities, which is well above average. Over four times the usual proportion have statements. There is a resource base for pupils with moderate learning difficulties on site. Thirteen pupils attend the base, although they work in mainstream classes for most of their time.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Virtually everything it does is done to a high standard, which means the pupils do exceptionally well, given their starting points. Parents recognise its many original and excellent features. Standards are rising steadily, due mainly to the revised curriculum which is focused on a very carefully planned blend of basic skills and the development of pupils' creativity, independence and selfreliance. Thinking skills are promoted very successfully. Results in writing show good improvement over the last two years, particularly in the proportion of pupils reaching the higher levels in their tests. Mathematics standards have also risen well. Standards are now a little above average. It is evident that pupils make outstanding progress in school, whether they are there for the full years or just present for a few weeks. Children in Nursery and Reception share this extremely brisk progress. Another key factor in the school's many successes is the high calibre of leadership and management. The headteacher is an excellent leader, which staff, governors, parents and pupils all recognise. She has created a fully dedicated staff team who share high expectations of work and behaviour and who set very challenging, but manageable targets for the pupils. The school's self-evaluation is an extremely reliable guide to its performance. Systems to check that the pupils progress as well as possible work very well. Those who are not coping well enough are very quickly identified and highly effective methods of support are introduced to help them get back on track. The teaching assistants and the army of volunteers, all of whom have been checked for suitability, do a sterling job of enthusing and guiding individual pupils, such as those with behavioural, social and emotional difficulties or those who are taking their first steps in English. Teaching has many assets. Lessons are vibrant times of learning. Pupils' behaviour is impressive. The focus on speaking and listening from an early age is particularly effective. By the time they have been in school a few weeks the vast majority of pupils talk with confidence and a rapidly increasing vocabulary. Bilingual teaching is immensely helpful for newcomers with very little English. Most lessons are designed to give pupils opportunities to test each other's knowledge and skills and to identify how well their friends are learning. By the end of the lesson the pupils know whether they have learned what they were supposed to, what level they have reached and what they need to do next time to move their learning on. The marking of work in books fully supports this process. Pupils leave their lessons talking enthusiastically of the next session. They are insistent that it is the hands-on nature of learning that makes school so exciting and enjoyable. The pupils develop very strong leadership qualities. They have many opportunities to influence the work of the school and to help others in the local community. Decorating a local day centre for disadvantaged adults was a particular highlight. The pupils' enterprise skills came to the fore in this, as they had to plan the work, raise the funds for materials, buy them and do the decorating themselves. Several of the oldest pupils have considerable business shrewdness. They have their own car wash service and keep a close watch on their profit and loss account. Pupils' preparation for life outside school and the next stage of their learning is first rate. Healthy living is promoted effectively. Older pupils run a Toast and Fruit bar at break, which is popular amongst children and adults alike. The pupils know what makes for a healthy lifestyle and try to follow the guidelines for this. They are alert to safety too. When involved in the recent appointment of lunchtime staff they quickly learned that all staff have to have a Criminal Records Bureau check and that they cannot take up post until cleared. They talk calmly and wisely about the need for such checks. They can rely on the fact that such checks are thorough and that their needs are safeguarded very carefully. Care, guidance and support systems are given high priority and staff are alert to the many different needs of the pupils.

They make sure there are no barriers to effective learning and that pupils know who to talk to if they have worries. The curriculum is outstanding. It covers the basic skills of literacy, numeracy and information and communication technology in depth and is peppered with out of school activities that are immensely popular and well attended. Sporting events are keenly supported and pupils enjoy the educational visits to local and distant attractions. For some pupils the first sight of the sea or mountains is with a school party. A special trip was arranged to Weston-super-Mare for a group of pupils who had heard about the sand and sea but who had never experienced it. A thoroughly enjoyable day was spent by all. A group of older pupils suggested the school opened a 'Learning Lounge' for parents and their children to share the enjoyment of discovery. They planned the room and its facilities, including many state of the art computer systems, and worked with students from a local High School to convert, decorate and equip the lounge. They have spent a great deal of out-of-school time in this work and are currently enjoying testing the different facilities. Pupils are given a great deal of responsibility. The 'Ignite!' project last autumn was a very successful scheme where pupils worked with artists, technicians and engineers to mount a firework display that pupils, parents, staff, governors and friends could share. The pupils had to find not just the ideas, but also the solutions to mount a safe display. The school's partnership with others is trail-blazing. Pupils with learning difficulties and/or disabilities are fully included in such tasks and contribute many very appropriate ideas to advance the plans. They progress as successfully as the other pupils and are well set up for the next stage of their education. Pupils attending the resource base have similar high quality teaching as the other pupils. They learn steadily and make speedy progress. Their parents are really pleased they attend Graiseley. Like their friends, pupils with learning difficulties and/or disabilities think and reflect carefully about what they are discovering. The 'Freedom' writing to commemorate the anti-slavery movement is poignant and sensitive. Younger children's appreciation of the Great Fire has been enriched by setting fire to a model of Stuart London. The pupils learned the need to wear safety gear and to keep well clear. The writing that followed showed a depth of knowledge and feeling rarely met in such history accounts. Pupils' spiritual, moral, social and cultural education is in very safe hands. Attendance rates are one of the very few areas where the school still has room for improvement. Each year, a number of pupils have a lengthy holiday during school term. This interrupts their learning because they miss out on much thoroughly worthwhile work. Their progress is slowed by such absence. Nonetheless, the school is improving attendance and is meeting its current target. The school has a striking track record of improvement and has every chance of maintaining this in the future. It is a school that makes a difference for its pupils, whatever their background.

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage shares the outstanding features found in the school as a whole. It is led and managed very effectively. Although children have very low levels of skills and knowledge when they start in the Nursery, they make outstanding progress. Within months they go from knowing very few people, to working with many others. A large proportion are introduced to English in the Foundation Stage and they progress well in their communication and literacy skills. Learning is rich and rewarding in Nursery and Reception. Teaching has been improved well, and the curriculum. Children work outdoors and inside with the same cheerfulness and enthusiasm. Their personal, social and emotional development is very good. Nursery children are busy with their construction project at present. They have built a real brick wall and were guided most capably as they talked about the difficulties and successes they met. They quickly realised the need for a brick-bond to strengthen the wall and were careful to ensure each brick

fitted the pattern. Reception Children develop their physical skills very effectively as they climb on the high quality equipment in the playground. They learn to take small and calculated risks, safe in the knowledge that they are being supervised very carefully. There is a sense of adventure in learning in the Foundation Stage. By the time they leave Reception most children have not reached all their targets but they are set up with the enthusiasm and drive to do so during Year 1.

What the school should do to improve further

- Work with parents to reduce the number of holidays taken in term time.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

- 21 May 2008 Dear Pupils Inspection of Graiseley Primary School, Wolverhampton WV2 4NE
When I first read about Graiseley Primary School, I thought I would have a good day when I visited you. I was not disappointed. In fact, I had a very memorable day and I left thinking you go to an outstanding school. I know your parents think this too. In my report I have mentioned a lot of things that work really well in school. These are the most important ones.
- You progress very quickly and reach standards that are a little above average.
- You are friendly, helpful and extremely well behaved.
- You have lots of bright ideas to make your school and learning even better.
- Children in Nursery and Reception love working and playing together and they do very well in their learning.
- Your teaching is outstanding. Your lessons are great fun but there is also a lot of serious learning.
- The curriculum is exceptionally successful in helping you become thoughtful learners.
- You are particularly well cared for, guided and supported.
- Mrs Briscoe is a most talented headteacher who makes sure you have the best possible education. There is one thing for your teachers to improve.
- There are too many holidays taken during term time, which means that some of you miss out on some of the great things in school. I know you enjoy school a lot. You can help your teachers improve the school by coming to school whenever you are well enough. Thank you for your warm welcome and sharing your thoughts with me. I am sure you all have bright futures. Yours sincerely David Carrington Lead inspector